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ABSTRACT

The four teachers' guides contained in this publication are built around two stories and two poems written by Lois Prante Stevens based on her childhood in North Dakota in the early 1900s and are designed to provide a successful centennial experience for North Dakotan students of the 1990s. Each guide includes a statement of goals and suggestions for prereading and postreading discussion and activities. Also included in this issue is information on projects and activities dealing with Native Americans, a five-item annotated bibliography of materials dealing with North Dakota history, and a list of seven North Dakota Centennial projects which can serve as additional sources of information. (JB)

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NORTH DAKOTA CENTENNIAL MONTH

By Proclamation of:
Dr. Wayne G. Sanstead, Superintendent
State Department of Public Instruction

CENTER FOR TEACHING AND LEARNING
UNIVERSITY OF NORTH DAKOTA
GRAND FORKS 58202

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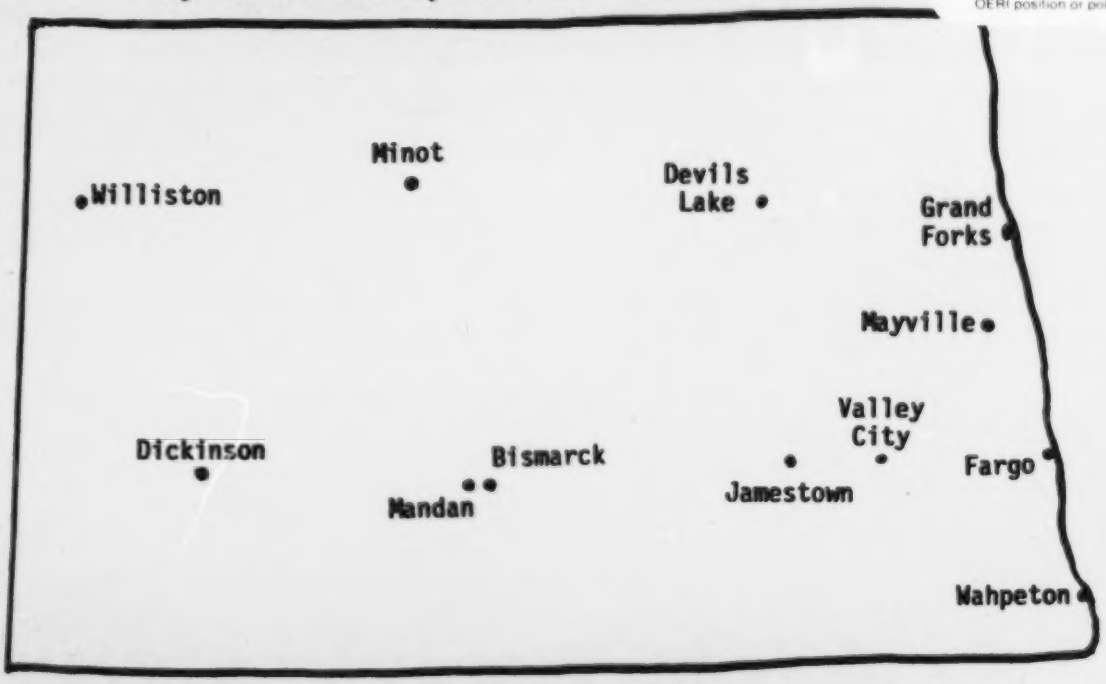
SECOND SPECIAL EDITION
NORTH DAKOTA TEACHER'S CENTER

By Lowell Thompson and Sheldon Schmidt



Funding for Both Special Centennial Editions of Insights was Provided by Lois Prante Stevens, Author of Choke Cherry Syrup.

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LOIS PRANTE STEVENS

Lois Prante Stevens, who provided funding for the March and September 1989 issues of Insights, is a native North Dakotan, born and raised on a farm near Milnor. She taught school four years in North Dakota and nine years in Columbia Heights, a suburb of Minneapolis, Minnesota. In 1939 she moved to San Jose, California, got her B.A. degree at the San Jose State University, and in 1941 married Hal Stevens. After spending many years in business with her husband, she reactivated a long time interest in writing in 1972, selling her first story in 1978. She has published numerous articles, stories, and poems. In 1988 the California History Center of DeAnza College published POMO DAWN OF SONG, a book of pictures, poetry, and prose on the Pomo Indians of California, which was co-authored with Jewell Malm Newburn. This book subsequently won the "Western Heritage Wrangler Award," presented by the National Cowboy Hall of Fame and Western Heritage Center in March 1989.

Lois Prante Stevens still lives in her own home in San Jose, California and continues to maintain an active interest in writing, gardening, and swimming.

About the Authors

Lowell Thompson is a faculty member in the Center for Teaching and Learning in social studies and teaches courses within the elementary program and the middle school program. His previous teaching experience includes pre-school, elementary, and secondary. He is currently working on a History of North Dakota intended for use in elementary classrooms. The book, when completed in 1991, will be published by Gibbs Smith, Publisher.

Sheldon Schmidt, Ed.D., has been on the faculty at the University of North Dakota since 1970.

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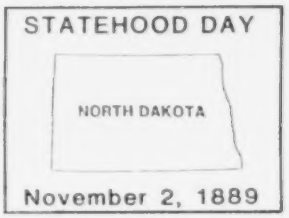
CENTENNIAL COUNT DOWN

Lift off
Happy 100th Birthday

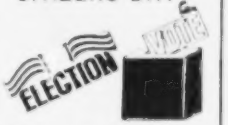
STATEHOOD DAY



0 November 2, 1889

President Benjamin Harrison signed a proclamation of statehood admitting North Dakota to the Union. With the signing, all elected state officials assumed their positions.

CITIZENS DAY



1 October 1, 1889

The proposed Constitution was approved by North Dakota voters (27,441 to 8,1081). State officials and other governmental officers were also elected.

CONSTITUTION DAY

2 July 4, 1889

Delegates to the North Dakota Constitutional Convention met at the State Capitol in Bismarck to begin writing the state constitution.

FOUNDERS DAY

3 May 14, 1889

Delegates to the North Dakota Constitutional Convention were elected from 75 districts on this date.

NATIVE AMERICAN DAY April 5, 1989

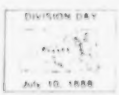
4

Refer to the March 1989 issue of INSIGHTS for a more complete description of events leading to statehood.

GOVERNMENT DAY

5 February 22, 1889

DIVISION DAY



6 July 10, 1889

7

8

9

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NORTH DAKOTA CENTENNIAL DATES

Passed by the 1987 Legislature

Teacher's Guide to Choke Cherry Syrup

Choke Cherry Syrup is a collection of stories and poems based on the childhood life of Lois Prante Stevens. In addition to providing funding for the two North Dakota Centennial issues of Insights, Ms. Stevens has provided funding for a reissuance of Choke Cherry Syrup, available free of charge to teachers through their Teacher Center or from The Center for Teaching and Learning. Classroom quantities of Choke Cherry Syrup will also be available on loan from the various Teacher Centers.

The teacher's guides presented below are based on literature guides written for Dell Yearling books by Charles F. Reasoner. The revised, shortened version used here includes the following: goal(s) statement; prereading discussion and activity; reading the story (or poem); and postreading discussion and activity.

The prereading discussion and activity time should provide extended opportunity for children to share their own feelings and experiences about the larger ideas and meanings of the story (or poem) before it is read. The opportunity to share and to empathize with the feelings of classmates encourages the child to be open to both classmates and the persons about whom the story is written. The postreading discussion and activity time should also provide extended opportunity for discussion and activity to help the 1990s child identify more directly with the feelings and experiences of Lois and her siblings in the early 1900s. The four guides that Dr. Schmidt presents below are only guides. Giving children many opportunities to share their own feelings, ask questions, and engage in discussion and other "connecting" activities will be the key to a successful "centennial" experience.

Teacher's Guide I: "The Whopper"
Lois Prante Stevens

I. GOALS: Making connections to and developing the concepts of "earning your own money," "community," and "whopper."

II. PREREADING DISCUSSION AND ACTIVITY: (Prior to identifying the story name and introducing the main ideas in the story, elicit sharing and discussion to reveal how the children feel about the larger ideas and meanings of the story.)

Earning your own money: (Make lists for A-E below.)

A. What kinds of things have you done to earn money for yourself (run errands, babysit, deliver papers, or do chores)? Ask: Are there other things you could do or do you know what some other children your age are doing to earn their own money?

B. What kinds of things do you like to do to earn money? Things you don't like to do but do to earn money?

C. Have you ever tried to sell something that no one wanted to buy (maybe at a parent's garage sale)? How did you feel about that?

D. Can you spend your money on anything you like, or do you have to ask permission? How do you feel about that?

E. On what do you typically spend your own money?
(Be sure you give time for adequate discussion.)

Community: (Make lists for A-E below.)

A. Have you ever earned money to help your class buy something for the school or your classroom? How did you earn the money? A club you belong to (scouts)? How did you earn the money?

B. If you earn money for your class, school or a club you belong to, is that like earning money for yourself? Would you rather just earn money for yourself? Why?

C. Have you ever helped a group earn money to give to a person who lives in your town who has very large medical bills? How did you earn the money (walk-a-thon; selling tickets to win a bike or boat)? How did you feel?

D. Do you find it difficult to ask someone to buy something from you or to give you money to help someone who needs it? Why? When?

E. Have you ever been asked to help pick up paper and trash in parks and ditches or to do other things to make your neighborhood and town more beautiful? "How did you feel about that?"
(Be sure to leave plenty of time for discussion.)

Whopper: (Don't tell them just yet that the "whopper" in the story is a very large watermelon.)

A. Ask the children what the word "whopper" means or to give an example of something they believe to be a whopper. (Accept everything the children say. If they give a definition, write it on the board. If they give examples of "whoppers," write the items on the board.)

B. After the children have had an opportunity to respond, lead a discussion that helps them identify items they believe should not be on the whopper list. Put a check by those items.

C. Give the children a dictionary definition of the word whopper. (My American Heritage dictionary states: 1. Something **exceptionally** big or remarkable. 2. A gross untruth.) You need to determine whether or not other dictionaries list other descriptors which would be meaningful to the children. Use the dictionary definitions to help the children evaluate whopper definitions and examples listed by the children in "A" above.

D. Create a category chart on the board or on chart paper on an easel. WHOPPER (the superordinate category) should be centered at the top of the chart. Below that should be the subordinate categories taken from the key words/synonyms list given in the dictionary. The chart would look like this:

WHOPPER

Things/Ideas BIG	Things/Ideas REMARKABLE	A GROSS UNTRUTH	Other
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

E. Each of the whoppers on the list would need to be placed under the appropriate heading. Items that do not fit the established categories are, by definition, nonexamples.

F. For several days following this activity, the children should be encouraged to add additional items to the various categories, especially to the categories that do not have many examples, i.e., the children may need to make up whoppers that are "gross untruths" and add them to that category. (Did you know that our principal is really Batman? Our janitor, Robin, told me so. I promise!)

III. READING THE STORY: The main character in "The Whopper" is Lois Prante, age 10. The story is set in 1917, during World War I, when the United States, Belgium, France, Great Britain, Italy, Japan, and Russia were at war in Europe against Germany, Austria-Hungary, Bulgaria, and Turkey. The children need to note the story episodes relating to community, whopper, and earning one's own money. (The story might be read to the children or, depending on the books available and the ages and reading ability of the students, the children might read alone or in pairs.)

IV. POSTREADING DISCUSSION AND ACTIVITY: In the story, when Lois says she doesn't want to pick the melon until she can think of something special to do with it, her mother says: "I know! The threshers! You can sell it to them and give the money to the Red Cross. *That* will make it special." Lois gives the money! It was only six dollars, but six dollars in 1917 bought much more than it would today. Her gift to the Red Cross bought lots of bandages, medicine, and even coffee and doughnuts for the soldiers.

Community:

The main concept in "The Whopper" is Lois' decision to give the six dollars to the Red Cross.

The children need to understand that six dollars was a considerable sum for Lois to give. They need also to understand that some towns seem to be better places to live in than other towns, some states better than other states, and some countries better than other countries. The difference seems always to be how much the citizens in the town, state, or country care about each other and help each other.

Activities:

Based on the children's grade level, have them dictate for a group charting or individually write out the things they could do for their classmates, neighborhood, school, and community. Post the dictation and/or any individual writings.

Consider sponsoring at least one class community project on a nonschool day.

Teacher's Guide II: "Tom and Jerry"
Lois Prante Stevens

I. GOALS: Making connections to the daily life of a turn-of-the-century farm family: their daily chores, the family's dependence on domesticated and wild animals.

II. PREREADING DISCUSSION AND ACTIVITY: (Prior to identifying the story name and introducing the main ideas in the story, elicit sharing and discussion to reveal how the children feel about the larger ideas and meanings of the story.)

Dependence on domesticated (tame) and wild animals:

A. Ask each of the children to make a list of domesticated and wild animals that live in rural areas of North Dakota.

B. After a few minutes the children should call out the animals they have listed so that a complete list can be placed on the board for all to copy.

C. Have prepared the following worksheet with the following categories listed: (The YES/NO on the worksheet means they are to write yes or no depending upon whether they think the animal is useful or not useful to the early farmers in North Dakota.)

FARMERS AND ANIMALS

Tame Animals	Y/N	Wild Animals	Y/N
1.		1.	
2.		2.	
3.		3.	

D. If the children's FARMERS AND ANIMALS lists do not include most of the typical domesticated and wild animals the pioneers needed to survive, e.g., beaver, raccoon, deer, wild and domesticated fowl, cows, horses, etc., add as many as you can think of so that the list adequately represents an early farm family's dependence on both wild and domesticated animals. (Your school librarian will locate a source book of North Dakota wild and domesticated animals, should you need it.)

E. Adequate time needs to be spent discussing each of the animals, wild and domesticated, because most will, in fact, be found to be useful to the farmers in one or more ways.

Daily chores of the farm family:

The farm family (c. 1918) had a variety of very important chores to do each day in the house and in the farm yard, seven days a week, 52 weeks a year. There were many things the children were able to do and had to do to help their parents with

In the house: Making or mending clothes; washing or drying dishes and putting the dishes away; hanging clothes on a clothes line; chopping wood for cooking and heating water; carrying out ashes; fetching water for drinking, washing clothes, scrubbing floors and baths; ironing clothes; baking pies and bread; cutting and cooking meats; peeling potatoes; mashing potatoes; preparing and cooking vegetables; canning produce for winter eating; canning or smoking meats for winter eating; taking care of babies; making jams; cleaning chickens, pheasant, and geese for eating.

In the farm yard: Preparing the garden for planting; planting the garden; weeding the garden; picking garden produce when it is ready for eating or canning; mowing grass and weeds; shucking corn; planting and tending flower beds; exercising the ponies; cleaning the horse and cow barns; cleaning the chicken coop and pig pens; cleaning water troughs used by the animals; milking cows; separating the cream from the milk so it could be sold; washing the cream separator; placing the milk and cream in a well or water trough to keep it cool; fetching the milk for drinking and/or cooking; picking up hailstones after a big hailstorm and using them to freeze homemade ice cream; feeding the horses, cows, chickens, pigs, ducks, turkeys, dogs, geese, cats, goats, and ponies; gathering the fresh-laid eggs from under the laying hens; picking ladybugs off the potato plants so that the potatoes would grow better; putting the ladybugs in a jar and dumping them into the chicken coop for the chickens to eat; butchering cattle, sheep, and pigs for the family to eat; currying the horses, tending to their iron shoes, and repairing their harnesses; keeping the buggies and wagons and sleds in working condition; taking care of the horses, cows, sheep, and pigs while their young are being born.

Activity:

A. Retype or xerox the chores In the house and In the farm yard (see listings above) so that each child has a copy of both.

B. Read through the lists with the children, answering their questions or explaining words or farm processes they do not understand.

C. Also, have them underline the chores they think they could do at their current age and level of physical strength.

D. Facilitate a sharing and discussion about the various farm chores they think they could do. How do the farm chores compare to the chores they currently do in their homes?

E. Facilitate a sharing and discussion about why most farmers have good feelings about their farms, the animals. What is special about living on a farm?

F. Remind the children that, although most farmers no longer have many different kinds of animals on their farms, most of the animals continue to be very important food sources for most people.

G. Discuss with them the fact that in North Dakota today many farmers specialize in raising chickens and sell thousands of eggs a day, while other farmers may just raise beef cattle or hogs or turkeys or chickens or sheep and sell them so that people have meat to eat. They need also to know that milk still comes from dairy cows, so some farmers have many dairy cows and milk them twice a day, every day of the year so that we can buy milk from the store. They should know also that the cheese we eat on sandwiches and nachos is made from milk and that the butter we spread on our bread and eat on our popcorn also is made from cow's milk.

So much of the agricultural industry is no longer a part of the children's concrete experiences and many just simply do not know where much of their food really comes from.

Activity:

Much time needs to be spent sharing, questioning, looking at pictures, and visiting many different processing plants. The farmer and rancher state associations will send literature, but would also be willing to come into school to share, show a film, and answer student questions. Managers of food processing plants will do the same. There should be opportunities for children to take field trips to specialized farms: farms with huge milking parlors, farms that raise turkeys and chickens, beef feedlots, hog farms, farms with large egg operations, cheese processing plants, sugar beet plants, a variety of bean and sunflower processing plants, and tomatoes being grown in greenhouses.

If field trips are possible, the children might come to understand where their food really comes from and might also come to appreciate the skills and breadth of knowledge the early farmers needed to have.

III. READING THE STORY: Lois is now 11 years old. The year is 1918. Have the children note the regard the Prante children have for the animals. The children may wish to read "Colonel Comes to the Rescue" and "The Storm" in addition to "Tom and Jerry," because these stories talk about other animals that are very special to the children and tell about the special things the animals can do that are really helpful (in some instances life-saving) to the Prante family. (The story might be read aloud to the children or, depending on the books available and the ages and reading ability of the students, the children might read alone or in pairs.)

IV. POSTREADING DISCUSSION AND ACTIVITY: The Prante children were fond of many of the animals on the farm. Their favorites, however, were Tom and Jerry, matched, pure white, Welsh ponies. Their Scotch Highland sheepdog, Colonel, and the matched, French-bred (not "bread!"), dappled (spotted)-grey Percheron draft horses, Bess and Maude, were other favorites.

A. The children will be able to find pictures of the Prante animals in the horse and dog sections of most encyclopedias. Some children may understand that the horse and dog are mammals. They may wish to find the skeletal pictures of each to note similarities, compare the internal organs of each, and note differences in the hooves/paws.

B. Because the Prante pets were purebreds, the children will be able to find and note the qualities and abilities of the animals. The children should know that purebred animals do have very special, idiosyncratic qualities.

C. The children should also be encouraged to identify the breed of their various pets. Most will probably be mixed breeds, but that is okay. The children (maybe with the help of parents) could observe the pet carefully and write down the pet's typical activity, temperament, tricks it can do, skills as a hunter, where it sleeps, playfulness, male or female, age, number of litters, and anything else they can think of to tell about their pet.

D. The children could bring to school pictures of their pets attached to their written statement about them. (Children who do not have pets might ask a neighbor to let them observe a pet they have.) The activity would make an interesting, individualized, personalized bulletin board.

E. You might take the last 45 minutes of the day to have a person who grooms dogs give a demonstration. The children might know about care and feeding of their pets, but may never have seen someone cut a pet's hair.

F. The horse and dog have been special companions to humans for hundreds of years. The horse was used in war, for sport, and as a farm animal; the dog as a hunting companion, guard, herder, and pet. Many good children's books have also been written with horses, dogs, and cats as main characters. Maybe a unit on "famous animals in literature" could put all the children in touch with these very special stories.

G. Some children without pets might enjoy looking up the famous names and breeds of horses ridden by famous generals (Robert E. Lee's Traveller) or movies stars (Roy Roger's Trigger).

Teacher's Guide III: "The Peddler" (A Poem)
Lois Prante Stevens

I. GOAL: Making connections to and developing the concept "peddler."

II. PREREADING DISCUSSION AND ACTIVITY:

Sharing: Ask the children to share their thoughts about the following questions:

About First Impressions:

A. How do you gain a first impression of someone you have just met? (What is the very first thing you notice?)

B. What tells you that you might like the person or might not like the person?

C. What should you know about a person before you decide what kind of a person he/she is?

D. Does it make a difference if the person you have just met is your age? A teenager? An adult?

E. Sometimes we give names to people because they dress differently than we do or talk differently. How do you think the label affects the person labeled?

Selling Door-to-Door:

All across North Dakota there are persons selling products door-to-door. They walk up one side of a street and knock at every door; then they cross to the other side of the street and walk down that side and knock again at every door. Sometimes they drive through the countryside stopping at the farm homes. In 1918 these persons were called peddlers. Lois Prante was a peddler when, as a young child, she tried to sell her packages of seeds to rural neighbors. Peddlers are children selling scout cookies or tickets for school raffles. They are college students selling books for children or pots and pans as a summer job. The Schwan truck man, the Watkins person, the Avon lady, the encyclopedia salesperson, the Fuller brush man, the Amway person, and the Shaklee person are all peddlers. A church missionary who knocks on your door could be called a peddler; they peddle religious ideas door-to-door and some do have religious materials for sale. An insurance salesman could be a peddler if he is the kind who just comes to your door without an appointment. A magazine salesman, a vacuum cleaner salesperson, persons selling greeting cards,

thank you cards, birthday cards, get well soon and holiday cards are all peddlers, as well as a paper boy doing his monthly collecting.

The definition of a peddler is "one who travels about selling." When Lois Prante was a young girl living on a farm, the various peddlers were always welcome. They sold specialty items that were sometimes of higher quality than the items in the village store. And, it was convenient; the peddler came right to the farm house door so the parent did not have to waste time making a trip to town.

About Feelings:

A. How do you feel when a stranger comes to your door?

B. Do you feel differently if the stranger is a young person like you or an older person? Should you feel different?

C. In our day, 1989, what should you expect door-to-door sales persons or any stranger to do before they ask for admittance into your home? (Call ahead or make an appointment with a parent.)

D. Should school groups, church groups, and other community groups let parents and/or the whole community know when there is going to be a fund drive, or the sale of tickets for a raffle?

E. What have you been told to do when a stranger comes to your door and you are home alone; when the telephone rings and you are pretty sure it is not a parent calling; if a parent is late getting home?

F. Does it help you to feel secure when you know the rules of your home and when you know that you are following those rules? Talk about that; share your experiences.

III. READING THE POEM: As you read the poem to the children or as they read it on their own, ask them to note the excitement Lois feels for the coming of the peddler man. Ask them to note how mother feels about the peddler man's coming. Is there any fear?

IV. POSTREADING DISCUSSION AND ACTIVITY: Children in Lois' time rarely got new dresses and presents. They had only a few toys and treats were usually homemade.

Discussion:

A. When do you feel really excited about getting something new?

B. Do you usually get to buy some new toy each time you go shopping with your parents at Target, K-Mart, Ben Franklin, or one of the toy stores?

C. Should you always expect to get something new? How does a child know when he is spoiled or getting spoiled? Do you have to get lots of new things to be happy?

D. Do you know any children your age who don't care if they get anything new all summer long? How about children who love to play baseball and who are on a baseball team and play with the same old bat, ball, and glove all summer?

E. What do you have to play with that usually keeps you occupied and satisfied for long periods of time?

F. If you get a sweet treat every day, is it really a treat or are you just being fed junk food? How do you decide? Do you usually eat at least one meal a day that includes all the food groups? Do you think it is important to do so? Why or why not?

Activity: Salespersons that fit under the category "peddler" are still common in North Dakota today. Here is a partial list:

The Watkins man
The Avon lady
The Amway person
The Schwan truck person
The Shaklee person
The Mary Kay lady
The Kirby vacuum cleaner person

Have the children ask their parents to help them do three things with this list:

A. Put a check mark next to any of the persons on the list who have come to their door.

B. Have parents help think of other persons who come to the door to sell things. Add them to the list.

C. Have parents help the children list (next to the peddler's name) what the family typically buys from each of the persons who come to the door.

Ask the children to bring their list to school to share what they have learned about the "peddlers" in their community and what they usually sell to their family.

Activity: There are movies/videos that have rather famous peddlers in them. The most famous would probably be the band instrument salesman in The Music Man. The children might have a sleepover in their classroom, watch the movie, and play games. (Maybe even sleep. Naaaaaah!) Or, maybe the classroom teacher and the instrumental music teacher could put together a couple of hours some afternoon in order to watch the video.

Teacher's Guide IV: "Our Root Cellar" (A Poem)
Lois Prante Stevens

(Do **NOT** reveal what a "root cellar" is until the children have had an opportunity to complete the Section II activities.)

I. GOALS: Making connections to the turn-of-the-century farm family: their buildings, tools, equipment, and machines.

II. PREREADING DISCUSSION AND ACTIVITY:

Activities:

The farm house that Lois lived in did not have a basement. There was, however, a deep hole dug under the floor of the kitchen. (The deep hole is a root cellar, but don't tell the children just yet.) A heavy trapdoor, cut into the wooden floor of the kitchen, could be pulled open to permit someone to back down the wooden steps into the hole. Lois hated it when her mother asked her to go down into the hole because there were cobwebs that she could not see and the light, at best, was in her words "a feeble glow."

A. Ask the children to write a story about Lois' adventure in the "mysterious" hole under the kitchen floor. Was it just a hole or was there a tunnel also? What did Lois find? Who or what did she meet? Was she in danger? Did she get lost? How did she feel? Did she meet someone who was friendly to her? Does she ever get out of the hole? What was the mystery? Did she bring anything back with her? Did she bring someone back from the dark hole?

Post the stories for everyone to read. Discuss similarities and differences. Did anyone base their story on a story they have already read, i.e., Alice in Wonderland? Ask: "Are there special places in your home, yard, neighborhood, or school which might encourage you to write another good story?"

B. What's in a name? Copies of activity B and C should be made available for the children in the form of a worksheet. The point is to introduce them to some of the strangely-named farm supplies, materials, tools, and buildings and to encourage them to try to determine their use.

(Match **each** name in the Place Name list with **one** item in the What You'll Find There list.)

PLACE NAME	WHAT YOU'LL FIND THERE
1. storm cellar	a. sausage and hams
2. milking parlor	b. maize
3. well house	c. someone afraid, but safe
4. smokehouse	d. a half-moon on the door
5. outhouse	e. cooling pails of milk
6. root cellar	f. a cud chewer
7. corn crib	g. carrots and turnips

Number Correct: _____

(Answers: 1,c; 2,f; 3,e; 4,a; 5,d; 6,g; 7,b)

The children might wish to brainstorm an extended list of farm buildings to use in making a computer generated word find or crossword puzzle. Here are some additional names of farm buildings and other structures: summer kitchen, pump house, farm house, horse barn and hay loft, cow barn and hay loft, pig barn, pig pen, chicken coop, sheep shed, granary, fenced areas for ducks, turkeys, and geese, dog houses, chicken roosts, box stalls, windmill, harness room, tool shed, thresher's cook car, hedder box.

A. What is your "farmer" and "farmer's wife" I.Q.? (You will be given three answers for each question. Circle the best answer.)

1. What is a pitch fork for? a) a fork-ball pitcher, b) pitching forks instead of horseshoes, c) tall grass pitching.
2. What does a horse mower do? a) gives horses haircuts, b) mows tall grass, c) mows tall horses.
3. What does a potato ricer do? a) makes mashed potatoes look like rice, b) makes North Dakota farmers look like Chinamen, c) another name for an Idaho potato.
4. What is a threshing machine for? a) it automatically spanks naughty farm boys, b) shoos away flies, c) removes seeds from heads.

5. What is a carpet beater for? a) it is used to beat down hay to make a soft carpet for sleeping cows and horses, b) makes dust disappear, c) beats eggs flat as a carpet to make scrambled eggs.

Number Correct: _____

(Answers: 1,c; 2,b; 3,a; 4,c; 5,b)

Here are some additional tools, machines, or pieces of equipment a farm family used to help them with their work: cook stove; butter churn, bread box, flour bin; lamp; lantern; wash tubs; cream separator; egg baskets; milk stools; milk pails; grain shovels; gravel shovels; garden forks, rakes, hoes; rain barrels; water troughs; fanning mills; feed grinders; plows; grain drills; cultivators; harnesses, bridles, horses, and blinders for the horses; stanchions for the cows; a variety of buggies; a variety of wagons; stone boats (small wood platform built on wooden sled runners used to skid large rocks off the grain fields); a variety of sleighs and sleds; stump pullers; smitty tool, forge, grinders, and a variety of hammers, tongs, chisels, wrenches, punches, screw drivers, and saws.

III. READING THE POEM: A root cellar needed to be both cool and dry to keep roots, bulbs, tubers, and vegetables edible during the fall and winter months of the year. In fact, most vegetables were canned and stored in jars in the root cellar. The roots include carrots, turnips, parsnips, beets, sugar beets, radishes, and rutabagas (called the "Swedish" turnip or, sometimes in a "Swedish" dialect, the "baggy root"). Root cellars, whether under the house or dug into a bank somewhere else in the yard, frequently doubled as a storm cellar.

A. The words Lois uses to describe the root cellar also seem to describe how she feels about the cellar: heavy trap door, black hole, dank, fetid space, stank, clinging, feeble glow, fright, groped, cobwebs, dismayed, almost frantic, boogy-man, escape, scuttled back, scurried up, quivers of fear, reprieve, dare, and dungeon depths! Discuss the words about which the children are unsure.

B. They may wish to look back at the adventure story they wrote in Section II, A. Have them look for words in their own stories that are words of fright, or of dark and smelly places. Have them categorize their list and Lois' list of words:

1. Lois' actions: clinging
2. "Smells" and smelly things: dank
3. Scary things: heavy trap door
4. Scary places: black hole
5. Other:

(These lists might give them a lot of new words to enrich their Halloween stories.)

VI. POSTREADING DISCUSSION AND ACTIVITY:

A. Parents who plant gardens might enjoy helping their children make a list of what was planted this past year. There has been drought, but whether it was a good garden year or not, children could list vegetables planted and bought in stores and whether the vegetables are fresh, frozen, or canned.

B. Each child should then circle what he/she typically eats from the lists. Ask them to identify the top two foods from the list and put on board. If everyone identifies their top two foods from the list, a class list of the top 10 favorite foods can then be made.

You may wish to use a simple bar graph to graph the children's responses:

FOOD	CHILDREN'S TOP TWO CHOICES
Carrots	1 2 3 4 5 6 7 8
Peas	1 2 3 4
Potatoes	1 2 3 4 5 6 7 8 9 10 11
Lettuce	1 2 3

C. Discuss the lists. Determine if they eat more canned, frozen, or fresh garden foods. What do they like raw? Cooked? How often do they eat something that could be grown in a garden: every day, more than once a day, less than once per day?

D. In addition to preparing the garden foods they needed to have over the fall and winter, the turn-of-the-century farm family also needed to butcher and preserve the meats they wanted to store: they canned, smoked, salted, dried, and pickled beef, lamb, fish, pork, fowl, and wild game. How many ways have you eaten beef: fried, broiled, roasted, smoked (jerky), or grilled? What was the beef called? a roast, chop, steak, rib, or hamburger. Do the same with pork and fish.

E. Identify the most common means of cooking: fry, broil, etc. (Have a show of hands for each means of cooking and write down the number for each means.) Identify the most common cut of meat: roast, chop, steak, or hamburger. (Again, have a show of hands, count, and write down.)

F. As in "C", determine the top ten choices of what kind of meat they like to eat and the top ten ways of cooking it. How often do they eat meat in a day, more than once, less than once?

(The graph in "B" above is a bar graph. You may wish to use a line graph or some other graph in item "E".)

G. A general discussion of diet can follow. Now that you have some information about what they eat and the frequency with which garden produce and meats are eaten, the balance of that part of the diet could be determined. You may wish to determine the consumption of juices and milk along with pop to see what that balance is like. I think they can understand the importance of "balance" in a diet. The "hard" numbers should help them decide just how well they are eating or drinking.

Classroom Activities
Native American Curriculum Projects

Teachers wanting to develop centennial lessons that involve the Native American Curriculum during the month of October may be interested in some of the following projects and activities:

Grand Forks--Ben Franklin and Lincoln Schools

Primary students in the Ben Franklin and Lincoln schools completed a unit of study based on the Native American logo. Teachers created bulletin board displays focusing on the various symbols found in the logo and each student received their own xeroxed copy of the logo.

Many of the units began with a brainstorming session where students speculated on the relationship of the various symbols to aspects of the traditional Native American culture. Teachers then provided specific information concerning the symbols and read a number of books to the students about Indian culture--past and present. Some of the books that were most popular with the students came from the Children's Press New True Books Series.

One of the culminating activities had children making models of traditional Indian dwellings and decorating them with "authentic" symbols.

Students also integrated physical education, social studies, language arts, and mathematics in Ben Franklin's "Tour North Dakota" program. A one mile course was laid out on the school grounds and sidewalks adjacent to the school. Students were invited to walk the one mile course several times a week. They reported their "mileage" to the 6th grade class and a record was kept of the distance individual students walked and the distance traveled by all students each day. A large road map was set up in the hallway and the total mileage walked by all students was checked each day. A record of the students'

progress was kept on smaller maps in each of the classrooms. Students received recognition individually for walking 10, 25, and 50 miles.

As the total mileage for all of the students approached major cities or points of interest, students in the fourth grade researched the location's history and made a short one or two minute presentation over the school intercom.

Special days were set aside when parents could also walk the course. The mileage accumulated by the parents was added to the student mileage. One day was also set aside for grandparents to join in the "Tour North Dakota."

When students finally completed their tour of North Dakota they had not only walked around the entire state but, by doubling back in places, had walked through each one of the state's 53 counties.

Rugby--Ely Elementary

Sixth grade students at Rugby's Ely Elementary School began their study of Native American culture by listening to recorded Indian legends. After discussing these legends, each student had a chance to share a legend with the class. They could make up their own legend, find one in a book, or get one from their parents.

Students also worked in cooperative learning groups to read and discuss Indian poems and to then write their own poems. Some of the groups wrote a single poem, other groups wrote poems individually, and some groups combined their writing to produce a collection of poetry.

Another highlight of the unit was the Indian I.Q. test. This test contains information that is commonly known by nearly all Indian people but not well known to non-Indians. After taking the test and discussing the concepts, the students developed their own I.Q. test and gave it to one of their classmates. The student's I.Q. test related to something the student knew well--maybe playing basketball, riding horses, or the "top 40."

Plans for this year call for the setting aside one day a week in September and October to focus on Native American culture and other Centennial topics and then doing a full two week unit just prior to Christmas vacation.

Cannon Ball Elementary

Cannon Ball Elementary students culminated a two-week study of Sioux culture by releasing helium filled balloons in honor of Native Americans and their contributions to

the state. All of the 120 students released their own balloon with their name and the school address inside the balloon.

Oriska--Elementary and Junior High

Students at Oriska used the Primary, Intermediate, and Junior High curriculum materials to immerse themselves in a study of Indian culture. Classroom and hallway walls came to be covered with various student projects. One group did maps on tanned and stretched animal hides (i.e., brown wrapping paper) showing the location of various tribes, geographic features, and Indian symbols. Another group displayed picture writing focusing on Indian customs and others displayed hand drawn pictures of traditional Indian culture. Another group of students compiled booklets of materials that grew out of their study of North Dakota and the Native American people.

Students in the upper grades focused much of their study and discussions on current issues. They culminated their work by composing poems and songs using themes and key words from their discussions.

Petersburg--Elementary School

"White Children Honor an Indian Infant" proclaims a May 4th front page headline of the Grand Forks Herald. Kindergarten, first, and second grade students at The Unity Elementary School culminated a semester long unit on Native Americans with a graveside ceremony honoring an Indian infant who had died some 85 years earlier. Here is how the Herald's Kevin Bonham described the ceremony:

Cultures unite at N.D. grave, hateful no more

By Kevin Bonham
Herald Staff Writer

PETERSBURG, N.D. — Tanner, Tylla and Tara Reiten helped dedicate a gravesite Wednesday that their great-grandfather helped dig for an unknown Indian infant 85 years ago.

It was an exchange between cultures, an exchange between generations.

The dedication and memorial service by the Sioux tribal leaders is part of a unique North Dakota Centennial project by kindergarten, first- and second-grade classes of Unity School in Petersburg.

The children and adults at Wednesday's ceremony don't know the name of the Sioux Indian couple whose infant child was buried here.

The names have been lost in time. But the exchange between cultures has not been lost. It will be preserved for generations to come.

Tanner and Tylla Reiten inspired the project when they asked their grandfather, Ingwald Reiten, to tell them a story about Indians while the kindergarten and first- and second-grade students were studying Indian history. Their sister, Tara, is a fourth-grader.

The 80-year-old Ingwald Reiten told a touching tale about a chance meeting between his father, Peter Reiten, and a Sioux Indian couple who stopped at his farm in 1904.

Indians traveling along the trail often camped near the Reiten farm, 5½ miles south of Petersburg, near what is now N.D. Highway 32. The campsite was a day's

journey to the east edge of the Fort Totten Indian Reservation, which at the time extended to Stump Lake, south of Lakota.

The pregnant woman was gravely ill, too sick to make the final journey to the reservation and seek medical help, Ingwald Reiten said. So they knocked on Peter Reiten's farmhouse door.

Peter Reiten, who left Norway in 1893, was a bachelor at the time, living alone on a farm he bought in 1900. He made them as comfortable as he could, and then rushed to find help from Norwegian neighbors, Paul and Mary Severson. But there was no doctor available, and the child died at birth.

They buried the infant on land between the two farmsteads, just a little way off the trail.

The grave wasn't marked. But it wasn't forgotten. The Seversons and the Reitens passed the story down through the generations.

When Ingwald Reiten was asked to tell it to his grandchildren's classes, he thought it might be appropriate to somehow mark the grave so the story wouldn't be forgotten.

That, in turn, became a Centennial project for the elementary students. It was supervised by kindergarten teacher Laurie Holt and first/second-grade teacher Judith Petermann-Pietron.

The grave wasn't marked. But it wasn't forgotten.

The children listened solemnly Wednesday as Ambrose Little Ghost, spiritual leader of the Devils Lake Sioux Tribe, prayed and sang in Sioux and English languages during the memorial service.

"This girl has been returned to the earth," Little Ghost said. "May we recognize this marker, which has been dedicated to her. . . . When you give food, you're giving it to that little girl, wherever she may be."

Tanner, Tylla and Tara Reiten placed a U.S. flag on the grave. Then they joined their classmates and others in reciting the Pledge of Allegiance and in singing "God Bless America." They planted trees. And they sprinkled food around the gravesite.

Elmer White, a member of the Devils Lake Sioux tribal council, said the exchange was a symbol of changing times between cultures.

"For years, people called us savages. White school children called our children savages," he said. "I've always wanted to change that. These people — these children — are changing it."

June Sundre, Petersburg postmaster and a granddaughter of the Severssons, also took part in the ceremony. She led the singing. The marker was donated by Bakke Funeral Home, Larimore, N.D., and Dakota Monument Co., Fargo.

After the service, the students explored the Reiten farm, now owned by Tom Reiten, to look for tipi rings and other artifacts left along the Old Fort Totten Trail. They were led by Kermit and Sally Bakke, two local archaeologists.

"I've been trying to write some of the history down," Ingwald Reiten said Wednesday. "I'd like to see the Fort Totten Trail recognized. It was the main route between Grand Forks and Fort Totten."

It also was a mail route. A marker along U.S. Highway 2, about four miles east of Niagara, N.D., also notes the trail's role in history.

("White Children Honor an Indian Infant" was first published in the Grand Forks Herald on May 4, 1989. It is reprinted here with permission of the Grand Forks Herald.)

(Native American Curriculum projects described here were stimulated, in part, by teachers' work with the Centennial curriculum developed by UND's Center for Teaching and Learning and the North Dakota Department of Public Instruction through grants from the North Dakota Centennial Commission, the Exxon Foundation, and Mountain West Equity Center.

Materials for the Classroom/Teacher

North Dakota History-Journal of the Northern Plains: North Dakota's Second Hundred Years: A Special Centennial Issue. Winter 1989. State Historical Society of North Dakota, Bismarck, ND 58505. Price $3.00.

This special Centennial Issue of North Dakota History would provide excellent background reading for teachers wanting to engage their students in thoughtful discussions about the state's past and its future. Scholars from across the state have provided reasonably short articles dealing with the state's history, agriculture, natural environment, politics, and economics. The focus of each of these articles is on a comparison of past to present with some predictions for the future.

The material is written at an adult reading level but, with some adaptations, students could be introduced to important information and ideas concerning the future of North Dakota.

Women of North Dakota: Celebrating Their Lives Through Primary and Secondary Sources. Department of Public Instruction, Bismarck, ND 58505.

Feeling that the history of North Dakota reported in most social studies textbooks is almost exclusively a record of accomplishments of men, Marilyn Ridenhower and Audrey Brigl Zins have developed materials for a fourth grade unit on North Dakota "Herstory."

Drawing from both primary and secondary sources they have compiled materials that celebrate the contributions made by women to the state's history. Included in the unit are sections on Elizabeth Preston Anderson, President of the WCTU; Bertha Duncan, a 15-year-old historian; Brynhild Haugland, the long serving legislator in the United States; Josephine Gates Kelly, the first Tribal Chairwoman in the Nation; Florence Gunderson Klingensmith, the first North Dakota aviator; and several other notable North Dakota women.

Each of the sections contains a number of excellent questions for discussion and/or student activities.

Closeup North Dakota--Teachers Guide and Activity Workbook. Department of Public Instruction, Bismarck, ND 58505.

The North Dakota Centennial Blue Book contains a wealth of factual information about the state including a statistical profile, the various state symbols, a chronological history, a listing of all state offices and boards, and the text of the state's constitution.

Closeup North Dakota was developed as a teacher's guide to the Blue Book and contains some twenty workbook type pages of matching, completion, and writing activities.

Prairie People: The Early Years. North Dakota Humanities Council, Bismarck, ND 58505-2191.

Prairie People is a series of videotapes of fourteen historical figures who played prominent roles in the development of the state. Each of the historical figures are played by a scholar familiar with the life and times of the individual. Dr. Jerome Tweton, Professor of History at UND, portrays Alexander McKenzie. David Miller, Professor of History at Black Hills State College, plays Arthur C. Mellette, the first governor of South Dakota. All of the performers, besides being scholars in their fields, are seasoned Chautauqua performers.

Among the other historically significant individuals to be portrayed are Meriwether Lewis, George Gatlin, George Armstrong Custer, Theodore Roosevelt, and Waheenee-Bird Woman of the Hidatsa.

Each of the one-half hour videotape presentations will be accompanied by a one-half hour taped discussion between the performers and students from North Dakota schools. Also included in the materials will be a 48-page viewer guide and 30 page teacher's guide.

The Prairie People materials are to be distributed during the week of September 11th.

Native American Curriculum--A Centennial Project of the Department of Public Instruction and UND's Center for Teaching and Learning.

The Native American Curriculum materials have been distributed to teachers throughout the state through a series of workshops sponsored by the various teacher centers. The materials consist of four 30-40 page booklets prepared for elementary (primary and intermediate), junior high, and high school students.

The elementary materials contain information, activities, and resources that correlate with materials found in most basal texts so that teachers can use the material to supplement existing units or to develop new units around the topics of Indian people of North Dakota, Indian grandmothers, Indian legend and song, Indian art, Indian food, and the Native American Centennial logo.

Although April 5th was designated as the date to officially recognize and honor the Native American people's contributions to the state, a number of teachers have made extensive use of the curriculum units and plan to integrate the Native American Indian Curriculum into their Language Arts program throughout the year. Summaries of some of these activities and projects can be found in another section of this publication.

Additional information about North Dakota can also be obtained from the following Centennial Projects approved by the Centennial Commission.

PLAINSWOMAN ANTHOLOGY
Elizabeth Hampsten
Box 8027
Grand Forks, ND 58202

A 72-page anthology of articles from the past five years about women in North Dakota. Available to teachers/libraries.

RETIRED TEACHERS BOOK
Selma Moore
3624 37th NW
Mandan, ND 58554

A book about the experiences of retired teachers.

AG CLASSROOM COMPUTER SOFTWARE
Judi Adams
4023 N. State Street
Bismarck, ND 58501

North Dakota Wheat Commission has commissioned Komstock, Inc., to program software designed to teach students about role of wheat in state history. Challenges students to seek information.

HISTORY OF BLACKS IN NORTH DAKOTA
Thomas Newgard and William Sherman
1404 North 13th St.
Moorhead, MN 56560

This 600-page manuscript is an exhaustive study of blacks in rural North Dakota.

A CENTENNIAL ATLAS OF NORTH DAKOTA
Dr. William A. Dando
Box 8274
Grand Forks, ND 58202

Geography Department of UND will produce an up-to-date color atlas of North Dakota for the Centennial.

MITAKUYE OYASIN
Allen Ross
Box 181
Ft. Yates, ND 58538

Mitakuye Oyasin (We Are All Related) is a book resulting from research and oral histories.

CENTENNIAL NORTH DAKOTA QUARTERLY
Bob Lewis
Box 8237 University Station
Grand Forks, ND 58202

The Fall 1988 issue of North Dakota Quarterly is a special edition devoted to commemorating the Centennial of North Dakota.

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